



ADULT GUIDE · GRAPHEME STRUCTURES

Vowel digraphs and igh

What this pack helps with

Keep letter names, sounds, vowel digraphs and the igh trigraph distinct while reading reviewed words.

Before you begin

An adult reads the instructions and models natural pronunciation without supplying an answer unless the task says to.

Pencil. Optional letter tiles for rebuilding one reviewed word.

How to use evidence

Ask the learner to say the whole word, notice the printed grapheme, complete the task and explain what the letters are doing in that word. Retain the first attempt and one fresh recheck.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

The printed words model selected correspondences only. The same grapheme can represent another sound, and a spoken sound can have another spelling. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen prompts, word sets and sentences. This is not an official assessment.



SAY · NOTICE · WRITE · CHECK

Vowel digraphs and igh

Name: _____ Date: _____

1. Keep letter and sound distinct

The adult says each word. Match its first sound to the letter.

m

tap

s

pan

t

map

p

sun

A letter name is not the same as its sound. A letter can represent different sounds in different words.

2. Find the letter team

Underline the vowel digraph in each word.

rain

seed

boat

moon

In these words, the two vowel letters work together. The same spelling can represent another sound in another word.



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3. Sort by written grapheme

Choose from the word bank. Write each complete word beside its pattern.

food · goat · feet · train

ai

ee

oa

oo

The groups describe these exact spellings, not every way the spoken sounds can be written.

4. Find the igh trigraph

Underline all three letters of the trigraph in each word.

light

night

high

sigh

In these named words, igh is a trigraph: three letters representing one sound.



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5. Complete with the printed grapheme

Add the printed grapheme and write the whole word.

ai

r__n

ee

s__d

oa

b__t

igh

n__t

The frame fixes each intended word; completing a frame is supported practice, not spelling from memory.

6. Count letters in each grapheme

Write how many letters are in each grapheme.

ai

ee

oa

igh

Letter count and sound count are different: a digraph has two letters; a trigraph has three.



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7. Read aloud for an adult

Read each word aloud. The adult records the first attempt.

rain	seed	boat
moon	light	night

An adult must hear the reading. A printed answer key cannot certify oral decoding.

8. Choose the next grapheme step

Use the evidence from this pack.

grapheme noticed

word read accurately

word to revisit

fresh word to try

A short set cannot establish recognition of every vowel digraph, trigraph or letter-sound correspondence.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

- 1 m—map; s—sun; t—tap; p—pan**
m—map; s—sun; t—tap; p—pan The adult says each word; draw a line from the letter to the word beginning with its usual sound here.
Look for: Names the letter separately from its sound. Uses the whole spoken word. **Next:** Try one new reviewed word for a known letter.
- 2 ai; ee; oa; oo**
rain—ai; seed—ee; boat—oa; moon—oo Underline both vowel letters in each named word.
Look for: Keeps the two letters together. Reads the complete word. **Next:** Find the same grapheme in a fresh reviewed word.
- 3 ai—train; ee—feet; oa—goat; oo—food**
ai—train; ee—feet; oa—goat; oo—food Write each complete word beside its printed grapheme.
Look for: Uses the exact spelling in the word. Does not sort by letter name alone. **Next:** Add one taught example to a group.
- 4 igh; igh; igh; igh**
Underline igh in light, night, high and sigh. Underline all three letters in each printed word.
Look for: Keeps the three-letter group together. Reads the whole word. **Next:** Find igh in one new reviewed word.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

5 rain; seed; boat; night

rain; seed; boat; night Use each printed grapheme once and write the complete word.

Look for: Copies every grapheme letter. Reads the completed word. **Next:** Cover the grapheme and rebuild one word.

6 ai—2; ee—2; oa—2; igh—3

ai—2; ee—2; oa—2; igh—3 Write how many letters are in each printed grapheme.

Look for: Distinguishes digraph from trigraph. Still treats the group as one grapheme here. **Next:** Explain digraph and trigraph using one example each.

7 Adult-assessed evidence

Adult records the exact words read accurately without supplying the grapheme first. Hear each whole word, retain the first attempt and note any self-correction.

Look for: Blends through the grapheme. Does not name letters instead of reading. **Next:** Choose one missed word for a fresh contrast.

8 Adult-assessed evidence

Example: noticed igh; read night; revisit moon; try bright. Record exact first-attempt evidence and one fresh recheck.

Look for: Names a word and grapheme. Avoids a broad mastery claim. **Next:** Repeat after a gap with a new reviewed word.